

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

- 1 **SPECIFYING** What are the two key elements of the Confucian view of the right way to live?
- 2 **DEFINING** What is the highest form of action in Daoism?
- 3 **IDENTIFYING CENTRAL ISSUES** What were the two vastly different ways Confucianism and Legalism thought rulers should act to bring order to the chaos of society?

Lesson 2

- 4 **NAMING** What were Qin Shihuangdi's greatest accomplishments?
- 5 **EXPLORING ISSUES** What purpose has Qin Shihuangdi's buried terra-cotta army served for modern-day researchers? What does it reveal about how the emperor chose to spend his country's money?

Lesson 3

- 6 **FINDING THE MAIN IDEA** How did Han Gaozu's decision to keep the Qin system of a merit-based bureaucracy help the Han dynasty switch from Legalism to Confucianism?
- 7 **SPECULATING** How far did China's borders extend at the peak of the Han empire? Would the empire have expanded if the Han philosophy had been Daoist rather than Confucian? Why or why not?
- 8 **EXPLAINING** How long did the Han empire last? Why did it fall?

21st Century Skills

- 9 **CREATE AND ANALYZE ARGUMENTS** Do you agree with Laozi that "The farther you go, the less you know"? Why or why not?
- 10 **ECONOMICS** What were some new technologies developed during the Han dynasty? What effect did they have on China's prosperity?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	111	112	113	114	115	118	119	120	113	120	114	113	117	117

Exploring the Essential Questions

- 11 **DEFENDING** With a partner, play the roles of Qin Shihuangdi and Han Gaozu in a debate on "The Best Way to Run an Empire." Write out ahead of time what points you will make. Identify the strengths of your rule and the philosophy behind it and the weaknesses of your opponent's rule and the philosophy behind it. Use at least two primary sources. You may also use visuals if you like. Rehearse the debate. Then hold it in front of the class; record it if possible.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

Sima Qian was the grand historian of the Han court. He recorded a proposal by Qin Shihuangdi's prime minister that was made into law.

PRIMARY SOURCE

"I humbly propose that all historical records but those of Qin be burned . . . If thirty days after the issuing of this order the owners of these books have still not had them destroyed, they should have their faces tattooed and be condemned to hard labor at the Great Wall. The only books which need not be destroyed are those dealing with medicine, divination [foretelling the future], and agriculture."

—Prime Minister Li Si, quoted in *The Records of the Grand Historian*

- 12 **DRAWING CONCLUSIONS** What does Li Si's proposal tell you about the Legalists' point of view?
- 13 **MAKING INFERENCES** Why were books about medicine and agriculture not destroyed?

Extended-Response Question

- 14 **INFORMATIVE/EXPLANATORY** Write a list of "Five Ways to Keep Your Country at Peace." Use what you have learned about the first Chinese empires to identify three actions and attitudes that could help keep a country from war. Add a sentence or two of explanation to each list item and write a conclusion.

The Romans

600 B.C.—A.D. 500

ESSENTIAL QUESTIONS

- How do different types of political organizations emerge?
- How can new ideas lead to social and political change?



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There's More Online! about the Romans.

CHAPTER 7

Lesson 1

The Rise of Rome

Lesson 2

From Republic to Empire

Lesson 3

The Early Roman Empire

The Story Matters...

The myth of Rome's origin begins with twin brothers Romulus and Remus vying for control of the land along the Tiber River. It ends with Romulus becoming patriarch of a new civilization. Historically, however, Roman civilization developed over a long time. It began as a republic but ultimately became an empire ruled by an emperor. This empire grew as a result of its military prowess and was maintained by the common language of Latin, strong leaders, and a vast system of roads. At its height, the Roman Empire expanded into Europe, Asia, and Africa, spreading not only its political control but its culture.

◀ Much can be learned about Roman society from its art. This fresco, found in a home in Pompeii, was preserved beneath layers of volcanic ash after the eruption of Mount Vesuvius in A.D. 79. Based on the clothing and accessories in the fresco, it can be deduced that Roman women of the upper class were educated.

PHOTO: The Granger Collection, NYC - All rights reserved.

Place and Time: Ancient Rome 600 B.C.—A.D. 500

From a small village in central Italy, Rome gradually expanded its control over the entire Mediterranean region and much of Western Europe. For centuries Rome was ruled as a republic, but over time elected leaders were replaced by emperors. The Latin language connected a vast empire and gave voice to Roman philosophy, oratory, and political debate. As the Roman Empire grew to encompass a large part of Western Europe and western Asia, its superiority was maintained through technological advances in both civil engineering and military organization.

Step Into the Place

Read the excerpts and examine the map.

DBQ Analyzing Historical Documents Given the size of their empire and the distances involved, how do you think the Romans maintained control over subject peoples and spread their culture?

PRIMARY SOURCE

“In great buildings as well as in other things the rest of the world has been outdone by us Romans. If, indeed, all the buildings in our City are considered in the aggregate, and supposing them—so to say—all thrown together in one vast mass, the united grandeur of them would lead one to imagine that we were describing another world, accumulated in a single spot.”

—Pliny the Elder, from *Natural History*, c.A.D. 79



PRIMARY SOURCE

“Anyone who goes out of his way to examine the general organization of their army will realize that the Romans have acquired an empire of such an extent as a reward for their prowess, not as a gift of fate. . . . Whenever they invade hostile territory they always build a fortified camp before they engage the enemy in battle. . . . It is as if a city is created at a single stroke, complete with market place, artisans’ quarter, and council hall where the centurions and military tribunes can pass judgment on whatever disputes are brought before them.”

—Flavius Josephus, from *History of the Jewish War*, A.D. 75–79

PHOTO: (Image Images / Richard Booth, (P) Thierry Tromel/Corbis

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There's More Online!

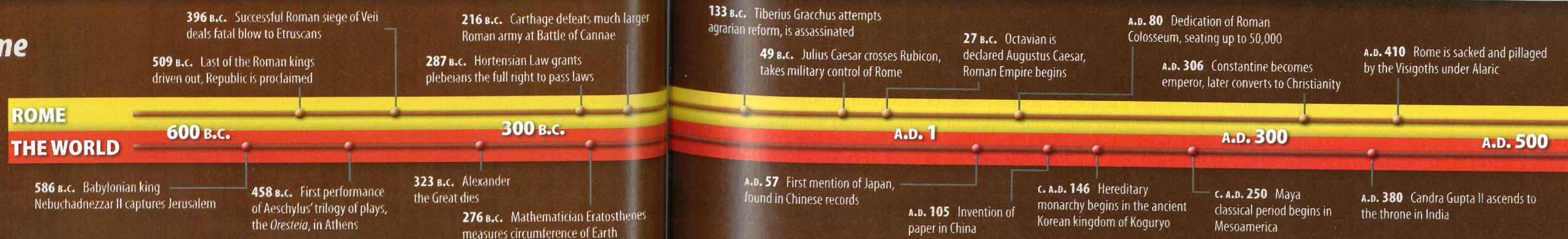
-  **MAP** Explore the interactive version of this map on Networks.
-  **TIME LINE** Explore the interactive version of the time line on Networks.



Step Into the Time

Making Connections

Research one event from the time line and explain what made it pivotal to Rome's history.



There's More Online!

- ✓ BIOGRAPHY Hannibal
- ✓ CHART/GRAPH Effects of Geography on the Rise of Rome
- ✓ CHART/GRAPH Twelve Tables of Rome, 450 B.C.
- ✓ IMAGE Hannibal Crossing the Alps
- ✓ IMAGE Roman Patrician
- ✓ INFOGRAPHIC Roman Law
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP Punic Wars, 264 B.C.–146 B.C.
- ✓ TIME LINE The Punic Wars
- ✓ VIDEO The Rise of Rome

Reading HELPDESK



Academic Vocabulary

- **virtually**
- **institution**

Content Vocabulary

- **republic** • **patrician**
- **plebeian** • **consul**
- **praetor**

TAKING NOTES:

Key Ideas and Details

Identifying Use a graphic organizer like the one below to identify contributing factors to the rise of Rome.

Factors Contributing to the Rise of Rome



LESSON 1

The Rise of Rome

ESSENTIAL QUESTIONS

- How do different types of political organizations emerge?
- How can new ideas lead to social and political change?

IT MATTERS BECAUSE

Roman history is the story of the Romans' conquest of the area around Rome, then of Italy, and finally of the entire Mediterranean world. The Romans were conquerors, but they also governed, using republican forms that have been passed down to modern democratic societies.

The Land and Peoples of Italy

GUIDING QUESTION What was the significance of Rome's central location and geographic features?

Italy is a peninsula extending about 750 miles (1,207 km) from north to south. It is not very wide, averaging about 120 miles (193 km) across. The Apennine (A • puh • NYN) mountain range forms a ridge running from north to south, dividing west from east. Italy has some fairly large fertile plains that are ideal for farming. Most important are the Po River valley in the north; the plain of Latium, on which the city of Rome is located; and the region of Campania, to the south of Latium.

As in other early civilizations, geography played an important role in the development of Rome. The Apennines are less rugged than the mountain ranges of Greece and did not divide the Italian Peninsula into many small isolated communities. Italy also had more land for farming than did Greece, enabling it to support a large population.

The location of the city of Rome was especially favorable to its early settlers. Located about 18 miles (29 km) inland on the Tiber River, Rome had a route to the sea. However, it was far enough inland to be relatively safe from pirates. It could be easily defended because of its position, built on seven hills. In addition, it was situated where the Tiber River could be easily crossed. Thus, it became a natural crossing point for north-south traffic in western Italy. All in all, Rome had a good central location in Italy from which to expand.

The Italian Peninsula is an important crossroads between the western and eastern Mediterranean Sea due to the way the land juts into the sea. After the Romans had established their Mediterranean empire, governing it was made easier because of Italy's central location.

Indo-European peoples moved into Italy during the period from about 1500 B.C. to 1000 B.C. Historians know very little about these peoples, but they do know that one such Indo-European group was the Latins, who lived in the region of Latium. These people spoke Latin, which, like Greek, is an Indo-European language.

The Latins were herders and farmers who lived in settlements consisting of huts on the tops of Rome's seven hills. After about 800 B.C., other people also began settling in Italy—the two most notable being the Greeks and the Etruscans.

The Greeks came to Italy in large numbers during the age of Greek colonization (750 B.C.–550 B.C.). They settled in southern Italy and then slowly moved around the coast and up the peninsula. They also occupied the eastern two-thirds of Sicily, an island south of the Italian Peninsula. The Greeks had much influence on the people of Rome. They cultivated olives and grapes, passed on their alphabet, and provided the Romans with artistic and cultural models through their sculpture, architecture, and literature.

The early development of Rome, however, was influenced most by the Etruscans, who were located north of Rome in Etruria. After 650 B.C., they expanded into north-central Italy and came to control Rome and most of Latium. The Etruscans found Rome a village but launched a building program that turned it into a city. The Romans borrowed ideas from the Etruscans, such as Etruscan dress—the toga and short cloak. The Roman army also borrowed its organization from the Etruscans.

✓ READING PROGRESS CHECK

Describing Name three early peoples of Rome and describe their relationship to Rome.

The Roman Republic

GUIDING QUESTION What were the political and military structures of Rome during the Republic?

Roman tradition maintains that early Rome (753 B.C.–509 B.C.) was under the control of seven kings and that two of the last three kings were Etruscan. Historians know for certain that Rome did fall under Etruscan influence during this time. In 509 B.C., the Romans overthrew the last Etruscan king and established a **republic**. In a republic, the leader is not a monarch, and some citizens have the right to vote. This was the beginning of a new era in Rome's history.

War and Conquest

At the beginning of the republic, Rome was surrounded by enemies. For the next 200 years, the city was engaged in almost continuous warfare. In 338 B.C., Rome crushed the Latin states in Latium. During the next 50 years, the Romans waged a fierce struggle against people from the central Apennines, some of whom had settled south of Rome. Rome was again victorious. The conquest gave the Romans control over a large part of the Italian Peninsula.

It also brought them into direct contact with the Greek communities of southern Italy. Soon, the Romans were at war with these Greek cities. By



▲ This fresco from the fifth century B.C. of an Etruscan musician is part of a banquet scene found in the Tomb of the Leopards, a large underground burial chamber at Tarquinia, Italy.

republic a form of government in which the leader is not a king and certain citizens have the right to vote

virtually almost entirely;
nearly

264 B.C., they had overcome the Greeks and completed their conquest of southern Italy. After defeating the remaining Etruscan states to the north over the next three years, Rome had conquered **virtually** all of Italy.

To rule Italy, the Romans devised the Roman Confederation. Under this system, Rome allowed some peoples—especially Latins—to have full Roman citizenship. Most of the remaining communities were made allies. They remained free to run their own local affairs but were required to provide soldiers for Rome. The Romans made it clear that loyal allies could improve their status and become Roman citizens. The Romans made the conquered peoples feel they had a real stake in Rome’s success.

Successful Strategies

Romans believed that their early ancestors were successful because of their sense of duty, courage, and discipline. The Roman historian Livy, writing in the first century B.C., provided a number of stories to teach Romans the virtues that had made Rome great. His account of Cincinnatus (SIHN • suh • NA • tuhs), a simple farmer who was chosen as a dictator, or temporary ruler, to save Rome from attack, is one such example. Livy wrote:

PRIMARY SOURCE

“A mission from the city found him at work on his land—digging a ditch, maybe, or ploughing. Greetings were exchanged, and he was asked . . . to put on his toga and hear the Senate’s instructions. . . . He told his wife Racilla to run to their cottage and fetch his toga. . . . Wiping the grimy sweat from his hands and face he put it on; at once the envoys from the city saluted him, with congratulations, as Dictator.”

—Livy, *The Early History of Rome*

After Cincinnatus led the army to victory, he resigned as dictator and returned to his farm.

Looking back today, how can we explain Rome’s success in gaining control of the entire Italian Peninsula? First, the Romans were good diplomats. They were shrewd in extending Roman citizenship and allowing states to run their own internal affairs. Although diplomatic, they could be firm, and even cruel when necessary, crushing rebellions without mercy.

Second, the Romans excelled in military matters. They were not only accomplished soldiers but also persistent ones. The loss of an army or a fleet did not cause them to quit but instead spurred them on to build new armies and new fleets. In addition, they were brilliant strategists. As they conquered, the Romans built colonies—fortified towns—throughout Italy. By building roads to these towns and thus connecting them, the Romans could move troops quickly throughout their conquered territory.

Finally, in law and politics, as in conquest, the Romans were practical. They did not try to build an ideal government but instead created political **institutions** in response to problems, as the problems arose.

Roman Political Structure

The Romans had been ruled by kings under the Etruscans. As a result, they distrusted kingship and devised a very different system of government.

Early Rome was divided into two groups or orders—the **patricians** and the **plebeians** (plih • BEE • uhns). The patricians were wealthy landowners who became Rome’s ruling class. Less wealthy landowners, craftspeople, merchants, and small farmers were all part of a larger group called plebeians. Men in both orders were citizens who paid taxes, owed military service, and could vote. Only patricians, however, could be elected to governmental offices.

institution an organization
for the promotion of a cause

patrician a social class of
wealthy, powerful landowners,
they formed the ruling class in the
Roman Republic

plebeian in the Roman
Republic, a social class made up of
minor landholders, craftspeople,
merchants, and small farmers

The chief executive officers of the Roman Republic were the **consuls** and **praetors** (PREE • tuhrz). Two consuls, chosen every year, ran the government and led the Roman army into battle. The praetor was in charge of civil law—laws that applied to Roman citizens. As Rome’s territory expanded, another praetor was added to judge cases in which one or both people were noncitizens. The Romans also had a number of officials who had special duties, such as supervising the treasury.

The Roman Senate came to hold an especially important position in the Roman Republic. It was a select group of about 300 patricians who served for life. At first, the Senate’s only role was to advise government officials. By the third century B.C., however, the Senate’s advice had the force of law.

The Roman Republic had several people’s assemblies in addition to the Senate. By far the most important of these was the centuriate assembly. The centuriate assembly elected the chief officials, such as consuls and praetors, and passed laws. Because it was organized by classes based on wealth, the wealthiest citizens always had a majority. The council of the plebs was the assembly for plebeians only, and it came into being as a result of the struggle between the social orders in Rome.

The Struggle of the Orders

There was often conflict between the patricians and plebeians in the early Roman Republic. The children of patricians and plebeians were forbidden to marry each other. Plebeians resented this situation, especially considering they served in the Roman army that protected the Republic. Plebeians thought that they deserved both political and social equality with the patricians.

The conflict between the patricians and plebeians, also known as the struggle of the orders, dragged on for hundreds of years. Ultimately, it led to success for the plebeians. The council of the plebs, which was a popular assembly for plebeians only, was created in 471 B.C. New officials, known as tribunes of the plebs, were given the power to protect the plebeians. In the fourth century B.C., plebeians were permitted to marry patricians and to become consuls. Finally, in 287 B.C., the council of the plebs received the right to pass laws for all Romans.

By 287 B.C., all male Roman citizens were now supposedly equal under the law. In reality, however, a few wealthy patrician and plebeian families formed a new senatorial ruling class that came to dominate the political offices. The Roman Republic had not become a democracy.

Roman Law

One of Rome’s chief gifts to the Mediterranean world of its day and to later generations was its system of law. Rome’s first code of laws was the Twelve Tables, which was adopted in 450 B.C. This code was a product of a simple farming society and proved inadequate for later Roman needs. From the Twelve Tables, the Romans developed a more sophisticated system of civil law. This system applied only to Roman citizens, however.

TWELVE TABLES OF ROME 450 B.C.

Table I	Proceedings Preliminary to a Trial 9. If both parties are present, sunset shall be the time limit of the proceedings.
Table II	Trial
Table III	Execution of Judgment 1. Thirty days shall be allowed by law for payment of confessed debt and for settlement of matters adjudged in court.
Table IV	Paternal Power
Table V	Inheritance and Guardianship
Table VI	Ownership and Possession
Table VII	Real Property
Table VIII	Torts or Delicts
Table IX	Public Law 6. For anyone whomsoever to be put to death without a trial and unconvicted . . . is forbidden.
Table X	Sacred Law
Table XI	Supplementary Laws
Table XII	Supplementary Laws 5. Whatever the people ordain last shall be legally valid.

TABLE

The Twelve Tables, a set of laws on public display in Rome, established and protected certain rights for both patricians and plebeians in the Roman Republic.

1 Making Inferences Why would it be important to record and display the laws for citizens to see?

2 Comparing and Contrasting What similarities exist between the laws in the table and the laws in the United States?

consul a chief executive officer of the Roman Republic; two were elected each year to run the government and to lead the army into battle

praetor an official of the Roman Republic in charge of enforcing civil law



▲ The Roman Forum, lined with markets and shops, was a site where public meetings, courts, and gladiatorial games took place in Rome. It also was the site of the Curia, or senate house.

As Rome expanded, legal questions arose that involved both Romans and non-Romans. The Romans found that although some of their rules of civil law could be used in these cases, special rules were often needed. These rules gave rise to a body of law known as the Law of Nations. The Romans came to identify the Law of Nations with natural law, or universal law based on reason. This enabled them to establish standards of justice that applied to all people.

These standards of justice included principles still recognized today. A person was regarded as innocent until proved otherwise. People accused of wrongdoing were allowed to defend themselves before a judge. A judge, in turn, was expected to weigh evidence carefully before arriving at a decision. These principles lived on long after the fall of the Roman Empire.

READING PROGRESS CHECK

Interpreting How did the rule of law develop to include some standards of justice that are still used today?

Roman Expansion

GUIDING QUESTION What military conquests did the Romans carry out during the Republic?

After their conquest of Italy, the Romans found themselves face to face with a strong power in the Mediterranean—the state of Carthage. The Phoenicians had founded Carthage around 800 B.C. on the coast of North Africa. By the third century B.C., Carthage had an enormous trading empire in the western Mediterranean, including the coast of northern Africa, southern Spain, Sardinia, Corsica, and western Sicily. With its control of western Mediterranean trade, Carthage was the largest and richest state in the area.

The presence of Carthaginians in Sicily, an island close to the Italian coast, made the Romans fearful. In 264 B.C. the two powers began a lengthy struggle for control of the western Mediterranean.

The First Punic War

Rome's first war with Carthage began in 264 B.C. It is called the First Punic War, after the Latin word for *Phoenician*, *punicus*. The war started when the Romans sent an army to Sicily. The Carthaginians, who thought of Sicily as part of their empire, considered this an act of war. Both sides determined to conquer Sicily.

The Romans—a land power—realized that they could not win the war without a navy and built a large fleet. After a long struggle, a Roman fleet defeated the Carthaginian navy off the coast of Sicily, and the war came to an end. In 241 B.C., Carthage gave up all rights to Sicily and paid a fine to the Romans. Sicily became the first Roman province.

Carthage vowed revenge, however, and added new lands in Spain to make up for the loss of Sicily. The Romans encouraged one of Carthage's Spanish allies to revolt against Carthage. In response, Hannibal, the greatest of the Carthaginian generals, struck back, beginning the Second Punic War, which lasted from 218 to 201 B.C. Hannibal had been raised to fight the



Romans. When he was only nine years old, his father, a Carthaginian general, took him to a temple in Carthage and made him swear that he would always hate the Romans.

The Second Punic War

Hannibal decided that the Carthaginians would bring the war to Rome. Hannibal entered Spain, moved east, and crossed the Alps with an army of about 46,000 men, a large number of horses, and 37 battle elephants. The Alps took a toll on the Carthaginian army; most of the elephants did not survive. The remaining army, however, posed a real threat.

In 216 B.C., the Romans decided to meet Hannibal head-on. It was a serious mistake. At Cannae (KA • nee), Hannibal's force devastated a Roman army, killing as many as 40,000 men. Then, some of the southern Italian cities rebelled against Roman rule and went over to Hannibal's side. Rome seemed on the brink of disaster but refused to give up and raised yet another army.

Rome gradually recovered. Although Hannibal remained free to roam in Italy, he had neither the men nor the equipment to attack the major cities. The Romans began to reconquer some of the Italian cities that had been taken by Hannibal. They also sent troops to Spain, and by 206 B.C., they had pushed the Carthaginians out of Spain.

In a brilliant military initiative, Rome invaded Carthage rather than fight Hannibal in Italy. This strategy forced the Carthaginians to recall Hannibal from Italy. At the Battle of Zama in 202 B.C., the Romans, led by Scipio Africanus, crushed Hannibal's forces, ending the war. Carthage lost Spain, which became a Roman province. Rome had become the dominant

GEOGRAPHY CONNECTION

From 264 B.C. to 146 B.C., the Romans fought the Carthaginians in the Punic Wars.

1 ENVIRONMENT AND SOCIETY What natural barriers did the Romans and Carthaginians have to cross to fight these wars?

2 MOVEMENT Why might Hannibal have chosen to cross the Alps to get to Rome?



▲ This drawing depicts Hannibal and his army crossing the Alps during the Second Punic War.

CRITICAL THINKING

Analyzing Information Based on this image and the map on the Punic Wars, why might this event be seen as a remarkable moment in ancient history?

destruction of Carthage. Cato ended every speech he made to Senate with the words, “Furthermore, I think Carthage must be destroyed.” In 146 B.C., it was indeed destroyed. For 10 days, Roman soldiers burned and demolished the city. The inhabitants—50,000 men, women, and children—were sold into slavery. The territory of Carthage became a Roman province called Africa.

During its struggle with Carthage, Rome also battled the Hellenistic states in the eastern Mediterranean. The Fourth Macedonian War ended in 148 B.C., and Macedonia was made a Roman province. Two years later, Greece was placed under the control of the Roman governor of Macedonia. In 129 B.C., Pergamum became Rome’s first province in Asia. Rome was now master of the entire Mediterranean Sea.

READING PROGRESS CHECK

Synthesizing Why did Rome find it necessary to wage three Punic Wars?

power in the western Mediterranean.

The Romans pursued Hannibal for years, catching up with him in Bithynia, near the Black Sea. To avoid capture, Hannibal took poison after remarking, “Let us relieve the Romans of the fear which has so long afflicted them, since it seems to tax their patience too hard to wait for an old man’s death.”

More Conquests

Fifty years later, the Romans fought their third and final battle with Carthage, the Third Punic War. For years, a number of prominent Romans, especially the conservative politician Cato, had called for the complete

LESSON 1 REVIEW

Reviewing Vocabulary

1. **Drawing Conclusions** What were the two main social classes in Rome?

Using Your Notes

2. **Assessing** What were the main factors that led to the rise of Rome?

Answering the Guiding Questions

3. **Explaining** What was the significance of Rome’s central location and geographic features?

4. **Analyzing** What were the political and military structures of Rome during the Republic?

5. **Listing** What military conquests did the Romans carry out during the Republic?

Writing Activity

6. **INFORMATIVE/EXPLANATORY** In a fully developed paragraph, explain how the term *republic* or *republican government* applies to Rome during the years of its rise. Use details from the lesson to support your definition by explaining who Rome’s leaders were and what rights people had.

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- ✓ BIOGRAPHY Antony
- ✓ BIOGRAPHY Cleopatra
- ✓ BIOGRAPHY Gracchus Brothers
- ✓ GRAPHIC ORGANIZER Struggle Between Marius and Sulla
- ✓ IMAGE Assassination of Julius Caesar
- ✓ IMAGE Julius Caesar Crossing the Rubicon
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ VIDEO From Republic to Empire

Reading HELPDESK

Academic Vocabulary

- financial
- instability

Content Vocabulary

- triumvirate
- dictator
- imperator

TAKING NOTES:

Key Ideas and Details

Sequencing Use a graphic organizer like the one below to sequence the major events that led Rome from a republic to an empire.

↓
↓
↓
↓

LESSON 2

From Republic to Empire

ESSENTIAL QUESTIONS

- How do different types of political organizations emerge?
- How can new ideas lead to social and political change?

IT MATTERS BECAUSE

Early in the days of the Roman Republic, farmers fulfilled their duty to Rome by serving in the army. As Rome grew, the landed aristocracy became more powerful, and the ideals of the republic changed. By 129 B.C., Rome stood supreme over the Mediterranean Sea, but the process of creating an empire had weakened the internal stability of Rome. This led to a series of crises that plagued Rome for the next hundred years.

The Decline of the Roman Republic

GUIDING QUESTION How did political and social unrest lead to civil wars in Rome?

By the second century B.C., the Senate had become the real governing body of the Roman state. Members of the Senate were drawn mostly from the landed aristocracy. They remained senators for life and held the chief offices of the republic. The Senate directed the wars of the third and second centuries B.C. and took control of both foreign and domestic policy, including **financial** affairs.

Growing Unrest

The Senate and political offices were increasingly controlled by a small circle of wealthy and powerful families. Of course, these aristocrats formed only a tiny minority of the Roman people. The backbone of the Roman state and army had always been the small farmers. Over a period of time, however, many farmers of small amounts of land were unable to compete with large wealthy landowners and lost their lands. By taking over state-owned land and by buying out small peasant farmers, these landed aristocrats had developed large estates that used slave labor. Thus, the rise of large estates led to a decline in the number of small citizen farmers. As a result, many of these small farmers drifted to the cities, especially Rome, forming a large class of landless poor.



▲ This woodcut depicts a wealthy Roman in the garden of his villa.

CRITICAL THINKING

Drawing Conclusions What does this image depict about the life of a wealthy Roman? Do you think it is accurate?

financial relating to the management of funds

instability the quality or state of being liable to change or alteration

Some aristocrats tried to remedy this growing economic and social crisis. Two brothers, Tiberius and Gaius Gracchus (GRA • kuhs), came to believe that the basic cause of Rome's problems was the decline of the small farmer. To help the landless poor, they had the council of the plebs pass land-reform bills that called for the government to take back public land held by large landowners and to give it to landless Romans.

Many senators, themselves large landowners whose estates included large areas of public land, were furious. A group of senators took the law into their own hands and killed Tiberius in 133 B.C. His brother Gaius later suffered the same fate. The attempts of the Gracchus brothers to bring reforms had opened the door to more **instability** and more violence. Changes in the Roman army soon brought even worse problems.

A New Role for the Army

In 107 B.C., a Roman general named Marius became consul and began to recruit his armies in a new way. For a long time, the Roman army had been made of men who were landholders of small farms. Now generals such as Marius recruited volunteers from the urban and rural poor who did not own any property.

These volunteers swore an oath of loyalty to the general, not to the Roman state, creating a new type of army no longer subject to the state. To recruit these men, a general would promise them land. This strategy forced generals to become involved in politics to get laws passed that would provide the land they needed for their veterans. Marius left a powerful legacy. He had created a new system of military recruitment that placed great power in the hands of the individual generals.

PHOTO: © North Wind / North Wind Picture Archives — All rights reserved

Lucius Cornelius Sulla was the next general to take advantage of the new military system. The Senate had given him command of a war in Asia Minor. When the council of the plebs tried to transfer command to Marius, a civil war broke out. Sulla won and seized Rome itself in 82 B.C., conducting a reign of terror to wipe out all opposition. Then Sulla restored power to the hands of the Senate and eliminated most of the powers of the popular assemblies.

Sulla hoped that he had created a firm foundation to restore a traditional Roman republic governed by a powerful Senate. His real legacy was quite different from what he had intended, however. His example of using an army to seize power would prove most attractive to ambitious men.

READING PROGRESS CHECK

Making Inferences Rome had always had people who were not citizens and did not own land. Why was a large class of landless poor a source of growing unrest now?

The End of the Republic

GUIDING QUESTION What characterized the actions of the First Triumvirate?

For the next fifty years, from 82 B.C. to 31 B.C., Roman history was characterized by two particularly important features: competition for power by a number of individuals and the civil wars caused by their conflicts. The Roman historian Sallust observed:

PRIMARY SOURCE

“But when our country had grown great through toil . . . when great kings had been vanquished in war . . . when Carthage, the rival of Rome’s sway, had perished root and branch, then Fortune began to grow cruel. . . . Hence the lust for power first, then for money, grew upon them; these were, I may say, the root of all evils. For avarice destroyed honour, integrity, and all other noble qualities. . . . Ambition drove many men to become false; to have one thought locked in the breast, another ready on the tongue; to value friendships and enmities not on their merits but by the standard of self-interest.”

—from *Sallust*, J. C. Rolfe, trans., 1921

Three powerful individuals—Crassus, Pompey, and Julius Caesar—came to hold enormous military and political power. Crassus was known as the richest man in Rome. Pompey had returned from a successful command in Spain as a military hero. Julius Caesar also had a military command in Spain. In 60 B.C., Caesar joined with Crassus and Pompey to form the First Triumvirate. A **triumvirate** is a government by three people with equal power.

The First Triumvirate

The combined wealth and power of these three men was enormous and enabled them to dominate the political scene and to achieve their basic aims. Pompey received a command in Spain, Crassus was given a command in Syria, and Caesar was granted a special military command in Gaul, which

triumvirate a government by three people with equal power

▼ In this engraving, Julius Caesar is shown crossing the Rubicon with his troops, disobeying the Roman Senate’s orders to enter Rome only as a citizen.



PHOTO: © INTERFOTO / Alamy



▲ This nineteenth-century painting by Friedrich Heinrich Feuger depicts the assassination of Julius Caesar by members of the Roman Senate.

Analyzing PRIMARY SOURCES

The Death of Cleopatra

“Antony was the first to commit suicide, by the sword. Cleopatra threw herself at Octavian’s feet. . . . It was not her life she was after . . . but a portion of her kingdom. When she realized this was hopeless . . . she took advantage of her guard’s carelessness to get herself into . . . the royal tomb. Once there, she put on the royal robes . . . and lay down in a richly perfumed coffin beside her Antony. Then she applied poisonous snakes to her veins and slipped into death as though into a sleep.”

—Florus, from *Epitome of Roman History*

DBQ DRAWING CONCLUSIONS

Did Cleopatra’s death have any political effect? If so, what?

is modern-day France. When Crassus was killed in battle in 53 B.C., however, only two powerful men were left. During his time in Gaul, Caesar had gained both fame and military experience. As a military leader, Caesar had always been willing to face great personal danger. Moreover, he now had an army of seasoned veterans who were loyal to him.

Fearing Caesar’s popularity, leading senators decided that rule by Pompey alone would be least harmful to their cause. They voted for Caesar to lay down his command and return as a private citizen to Rome. Such a step was intolerable to Caesar, as it would leave him totally vulnerable to his enemies. Caesar chose to keep his army and moved into Italy by illegally crossing the Rubicon, the river that formed the southern boundary of his province. The phrase related to this action, “crossing the Rubicon,” means to take a decisive action that cannot be taken back. According to his ancient biographer, Caesar said to his troops, “Even now we could turn back; but once we cross that tiny bridge, then everything will depend on armed force.” Caesar marched on Rome, starting a civil war between his forces and those of Pompey and his allies. The defeat of Pompey’s forces left Caesar in complete control of the Roman government.

Caesar was officially made **dictator**, or absolute ruler, in 47 B.C. This position was usually temporary, used only in emergencies, but Caesar was made dictator for life in 44 B.C. Realizing the need for reforms, Caesar gave land to the poor and increased the Senate to 900 members. By filling the Senate with his supporters and increasing the number of senators, he weakened the Senate’s power.

Caesar granted citizenship to a number of people in the provinces who had helped him. He also reformed the calendar by introducing the Egyptian solar year of 365 days. (With later changes in 1582, it became the basis of our own calendar.) Caesar planned much more in the way of building projects and military campaigns to the east but was not able to carry them out. In 44 B.C., a group of leading senators who resented his growing power assassinated him, believing that the old republican system would now return. In truth, however, they had set the stage for another civil war that delivered the death blow to the republic.

The Second Triumvirate

A new struggle for power followed the death of Caesar. Three men—Octavian, Caesar’s heir and grandnephew; Antony, Caesar’s ally and assistant; and Lepidus, who had been commander of Caesar’s cavalry—joined forces to form the Second Triumvirate. Within a few years after Caesar’s death, however, only two men divided the Roman world between them. Octavian took the west; Antony, the east.

The empire of the Romans, large as it was, was still too small for two masters. Octavian and Antony soon came into conflict. Antony allied himself with the Egyptian queen Cleopatra VII, with whom, like Caesar before him, he fell deeply in love. At the Battle of Actium in Greece in 31 B.C., Octavian’s forces smashed the army and the navy of Antony and Cleopatra. Both fled to Egypt, where they committed suicide a year later.

Octavian, at the age of 32, stood supreme over the Roman world. The civil wars had ended. So had the republic. The period beginning in 31 B.C. and lasting until A.D. 14 witnessed the foundations of the Roman Empire.

READING PROGRESS CHECK

Comparing and Contrasting How were the events and personalities of the Second Triumvirate similar to and different from those of the First Triumvirate?

The Beginning of the Roman Empire

GUIDING QUESTION What factors led to the beginning of the Roman Empire?

In 27 B.C., Octavian proclaimed the “restoration of the Republic.” He knew that only traditional republican forms would satisfy the Senate. At the same time, Octavian was aware that the republic could not be fully restored. Although he gave some power to the Senate, Octavian in fact became the first Roman emperor.

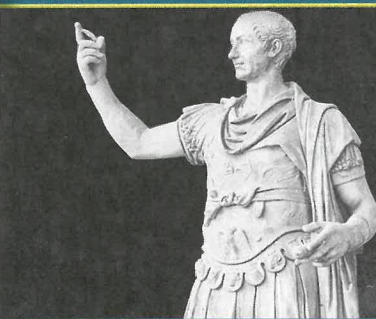
In 27 B.C., the Senate awarded Octavian the title of Augustus—“the revered one,” a fitting title in view of his power, which previously had been reserved for gods. Augustus proved to be highly popular. No doubt people were glad the civil wars had ended. At the same time, his continuing control of the army was the chief source of Augustus’s power. The Senate gave Augustus the title **imperator**, or commander in chief. The English word *emperor* comes from *imperator*.

Augustus maintained a standing army of 28 legions, or about 151,000 men. A legion was a military unit of about 5,000 troops. Only Roman citizens could be legionnaires—members of a legion. Subject peoples could serve as auxiliary forces, which numbered around 130,000 under Augustus. Augustus also set up a praetorian guard of roughly 9,000 men who had the important task of guarding the emperor.

While claiming to have restored the republic, Augustus began a new system for governing the provinces. Under the Roman Republic, the Senate had appointed the governors of the provinces. During the empire, certain provinces were given to the emperor, who assigned deputies known as legates to govern them. The Senate still chose the governors of the remaining provinces. However, the power of Augustus enabled him to overrule the senatorial governors and establish unity in imperial policy.

Augustus also stabilized the frontiers of the Roman Empire. He conquered the central and maritime Alps and then expanded Roman control of the Balkan peninsula up to the Danube River. His attempt to conquer Germany failed, however, when three Roman legions led by the Roman

BIOGRAPHIES



Julius Caesar (c.100 B.C.–44 B.C.)

When the Senate could no longer rule the complex republic that was Rome, Julius Caesar not only became a permanent dictator but also held the most exalted position to date in Rome. Caesar’s actions helped end the republic and begin the empire.



Augustus (63 B.C.–A.D. 14)

Significantly influenced by his great-uncle, Julius Caesar, Augustus also began his rule of Rome at a time of political chaos. As Rome’s first emperor, Augustus tried to maintain what had been best in republican rule, yet his power depended in large part on his army.

CRITICAL THINKING

Comparing How were Julius Caesar and Augustus alike in their actions?

dictator an absolute ruler

imperator commander in chief; the Latin origin of the word *emperor*

► The Temple of Vespasian in Pompeii, Italy, was one of many temples dedicated to the worship of the emperor. This relief, depicting an animal sacrifice, appears on an altar in the temple.

► **CRITICAL THINKING**
Drawing Conclusions Why did Augustus encourage religious devotion to the emperor?



general Varus were massacred by a group of Germanic warriors. These defeats in Germany taught Augustus that Rome’s power was not unlimited. This knowledge devastated him. According to legend, for months he would beat his head on a door, shouting, “Varus, give me back my legions!”

Augustus was very concerned about the social health of the Roman state. He believed that the civil wars of the first century had weakened the strength of public religion, which he considered a pillar of a strong state. Thus, he rebuilt many ruined temples and built new ones to honor the Roman gods. Augustus also encouraged the development of a new religious cult dedicated to the emperor. Upon his death, Augustus was declared a god by the Senate.

The Augustan Age was a lengthy one. Augustus died in A.D. 14 after dominating the Roman world for 45 years. He had created a new order while maintaining traditional values, perhaps fitting for a leader whose favorite phrase was “Make haste slowly.” By the time of his death, the Republic was only a memory. Rome would now be ruled by emperors.

✓ **READING PROGRESS CHECK**

Explaining Why did the Senate appear to endorse the shift to empire?

LESSON 2 REVIEW

Reviewing Vocabulary

1. Summarizing What happened after Augustus was named emperor of Rome?

Using Your Notes

2. Sequencing What were the major events, in chronological order, that led Rome from a republic to an empire?

Answering the Guiding Questions

3. Identifying Cause and Effect How did social and political unrest lead to civil wars in Rome?

4. Drawing Conclusions What characterized the actions of the First Triumvirate?

5. Identifying Cause and Effect What factors led to the beginning of the Roman Empire?

Writing Activity

6. INFORMATIVE/EXPLANATORY Describe one of the shifts in power or power struggles that occurred in Rome between the time the republic began to decline and the death of Augustus. Use precise nouns, strong verbs, and a variety of modifiers, including adjectives, adverbs, and adjective and adverb phrases, to make clear the prevailing political atmosphere of divisiveness, plotting, and threat.

networks

There’s More Online!

- ✓ **CHART/GRAPH** Terms from Roman Mythology
- ✓ **IMAGE** Colosseum
- ✓ **IMAGE** Roman Aqueduct
- ✓ **INTERACTIVE SELF-CHECK QUIZ**
- ✓ **MAP** Roman Empire Trade and Expansion
- ✓ **PRIMARY SOURCE** Ode by Horace
- ✓ **PRIMARY SOURCE** Policies of Trajan and Hadrian
- ✓ **SLIDE SHOW** Roman Art and Architecture
- ✓ **VIDEO** The Early Roman Empire

Reading HELPDESK

Academic Vocabulary

- **whereas**
- **primary**
- **guaranteed**

Content Vocabulary

- **paterfamilias**
- **insulae**

TAKING NOTES:

Key Ideas and Details

Differentiating Use a graphic organizer like the one below to record what you consider to be positive aspects, or achievements, and negative aspects, or problems, of the early Roman Empire.

Positive	Negative



LESSON 3
The Early Roman Empire

ESSENTIAL QUESTIONS

- How do different types of political organizations emerge?
- How can new ideas lead to social and political change?

IT MATTERS BECAUSE

Augustus created a new order that began the Roman Empire. The period from his death in A.D. 14 until A.D. 180 is called the Early Empire. During this period, the Roman Empire reached the height of its power and prosperity.

Emperors of the Early Empire

GUIDING QUESTION What elements defined the early Roman Empire?

Augustus’s new political system allowed the emperor to select his successor from his natural or adopted family. The first four emperors after Augustus came from his family. They were Tiberius, Caligula, Claudius, and Nero. During their reigns, these emperors took over more and more of the responsibilities that Augustus had given to the Senate. As the emperors grew more powerful, many became more corrupt.

Nero, for example, had people killed if he wanted them out of the way, including his own mother. Without troops, the senators were unable to oppose his excesses, but the Roman legions finally revolted against him. Nero, abandoned by his guards, committed suicide after allegedly uttering these final words: “What an artist the world is losing in me.”

After Nero’s death, a civil war broke out in A.D. 69. It soon became obvious that the Roman Empire had a major flaw. Without a system for selecting a new emperor, emperors could be made and deposed by the Roman legions.

At the beginning of the second century, a series of five so-called good emperors came to power. They were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. These emperors created a period of peace and prosperity known as the Pax Romana—the Roman Peace.

The Pax Romana lasted for almost 200 years. The rulers during this period treated the ruling classes with respect, ended arbitrary executions, maintained peace in the empire, and supported domestic

policies generally helpful to the empire. Although they were absolute rulers, they were known for their tolerance. By adopting capable men as their sons and successors, the first four “good emperors” reduced the chances of succession problems.

Under the emperors of the Pax Romana, the powers of the emperor continued to expand at the expense of the Senate’s powers. Officials appointed and directed by the emperor took over the running of the government. These emperors also created new social programs. Trajan, for example, provided state funds to assist poor parents in the raising and educating of their children. The “good emperors” were widely praised for their building programs. Trajan and Hadrian were especially active in building public works—aqueducts, bridges, roads, and harbor facilities—throughout the provinces and in Rome.

The Empire Expands

Rome expanded further during the period of the Early Empire. Although Trajan extended Roman rule into Dacia (Romania), Mesopotamia, and the Sinai Peninsula, his successors realized that the empire was too large to be easily governed. Hadrian withdrew Roman forces from much of Mesopotamia. To protect the frontier, he strengthened the fortifications along a line connecting the Rhine and Danube Rivers. He also built a 74-mile- (118-km-) long wall—Hadrian’s Wall—across northern Britain to keep out the Picts and the Scots.

By the end of the second century, it became apparent that it would be more and more difficult to defend the empire. Roman forces were located in permanent bases behind the frontiers. When one frontier was attacked, however, troops were drawn from other frontiers, leaving the latter frontiers open to attack.

At its height in the second century, the Roman Empire, like the Han empire in China at the same time, was one of the greatest states the world had ever seen. The Roman Empire covered about three and a half million square miles (9.1 million square km) and had a population that has been estimated at more than 50 million people.

The emperors and the imperial government provided a degree of unity throughout the empire. At the same time, the Romans gave much leeway to local customs. The privileges of Roman citizenship were granted to many people in the provinces. In A.D. 212, the emperor Caracalla gave Roman citizenship to every free person in the empire.

The administration of the Roman Empire depended greatly on cities and towns. A provincial governor’s staff was not large, so local officials acted as Roman agents, performing many government duties, especially taxation. Most cities were not large by modern standards. Provincial cities resembled each other with their temples, markets, and public buildings. These cities

▼ This Roman aqueduct, spanning the Gard River, brought water to the French city of Nîmes on its upper level while the lower level served as a road.

► CRITICAL THINKING

Drawing Conclusions How would such an invention enable the growth and success of a city?



PHOTO: ©Sylvain Sarrailh/Corbis

were important in the spread of Roman culture, Roman law, and the Latin language. Latin was the language of the western part of the empire, **whereas** Greek was used in the East as a result of Alexander the Great’s earlier conquests. Roman culture spread and freely mixed with Greek culture. The result has been called Greco-Roman civilization.

whereas although

Economy and Society

The Early Empire was a period of much prosperity, with internal peace leading to high levels of trade. Merchants from all over the empire came to the chief Italian ports of Puteoli (pyu • TEE • uh • ly) on the Bay of Naples and Ostia at the mouth of the Tiber. Trade went beyond the Roman frontiers as well and even included silk goods from China. Large quantities of grain were imported to feed the people of Rome. Luxury items poured in to satisfy the desires of the wealthy.

Despite the active trade and commerce, however, farming remained the chief occupation of most people and the underlying basis of Roman prosperity. Large landed estates, called latifundia (la • tuh • FUHN • dee • uh), dominated farming in southern and central Italy. These estates mostly used slaves to raise sheep and cattle on a large scale. Small peasant farms continued to exist in northern Italy.

An enormous gulf separated rich and poor in Roman society. The upper classes lived lives of great leisure and luxury in their villas and on their vast estates. Small farmers often became dependent on the huge estates of their wealthy neighbors. In the cities, many poor citizens worked in shops and markets. Thousands of unemployed depended on the emperor’s handouts of grain to survive.

✓ READING PROGRESS CHECK

Demonstrating Describe the Roman Empire at its height by discussing its extent, its challenges, its administration, and its cities.

Roman Arts and Literature

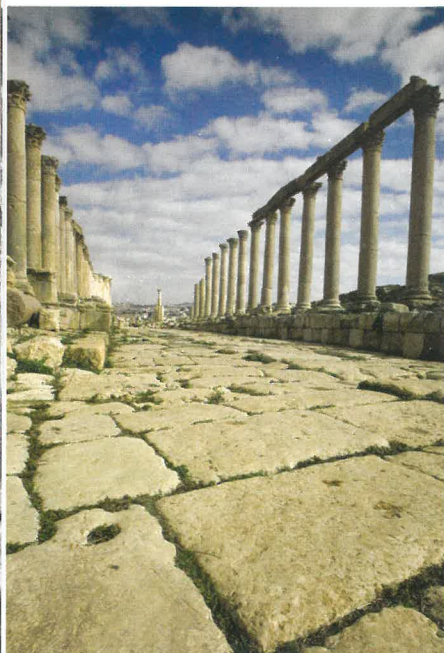
GUIDING QUESTION How did the Romans spread Greco-Roman arts and culture throughout the empire, and what were their characteristics?

After they conquered Greece, the Romans began to adopt many aspects of Greek culture. By adapting Greek styles, the Romans spread Greco-Roman civilization throughout their empire.

Art and Architecture

During the third and second centuries B.C., the Romans adopted many features of the Greek style of art. They developed a taste for Greek statues, which they placed in public buildings and in their houses. Reproductions of Greek statues became popular when the supply of original works ran low. Although Greek sculptors aimed for an ideal appearance in their figures, Roman sculptors produced more realistic works that included even unattractive physical details.

The Romans excelled in architecture, a highly practical art. Although they continued to use Greek styles such as colonnades and rectangular buildings, the Romans also used curved forms such as the arch, the vault, and the dome. The Romans were the first people in antiquity to use concrete on a massive scale. Using concrete along with the new architectural forms made it possible for the Romans to construct huge buildings undreamed of by the Greeks.



▲ This Roman road, lined with Corinthian columns and still paved with its original granite stones, is located in Jerash, in modern-day Jordan.

► CRITICAL THINKING

Drawing Inferences How might the vast network of roads have contributed to the prosperity of the Early Empire?

The remarkable engineering skills of the Romans were also put to use constructing roads, bridges, and aqueducts. The Romans built a network of some 50,000 miles (80,450 km) of roads throughout the empire. In Rome, almost a dozen aqueducts kept a population of 1 million supplied with water. The Romans were superb builders.

Literature

Although there were many talented writers, the high point of Latin literature was reached in the Age of Augustus. Indeed, the Augustan Age has been called the golden age of Latin literature.

The most distinguished poet of the Augustan Age was Virgil. From a small landholder family in northern Italy, he welcomed the rule of Augustus and wrote his masterpiece, the *Aeneid* (ih • NEE • uhd), in Rome's honor. In the poem, the character of Aeneas is portrayed as the ideal Roman whose virtues are duty, piety, and faithfulness. Aeneas fulfilled his purpose by establishing the Romans in Italy and initiating their mission to rule the world. The poem was also meant to express that Rome's gift was the art of ruling.

Another prominent Augustan poet was Horace, a friend of Virgil's. A sophisticated writer, he pointed out some of the follies and vices of his age. In the *Satires*, Horace directs attacks against dissatisfaction and greed: "How does it happen, Maecenas, that no-one lives content with the lot that either choice has granted him or that chance has thrown in his way...?"

The most famous Latin prose work of the golden age was written by the historian Livy, whose masterpiece was *The Early History of Rome*. In 142 books, of which only 35 survive, Livy traced Roman history to 9 B.C. Livy saw history in terms of moral lessons. His stories revealed the character of the chief figures and demonstrated the virtues that had made Rome great.

✓ READING PROGRESS CHECK

Examining In what ways were the Romans remarkable builders, and how did their buildings help create and spread Greco-Roman culture?

Life in the Roman World

GUIDING QUESTION What was the family and social structure of the ancient Romans, and how did they live?

At the heart of the Roman social structure stood the family, headed by the **paterfamilias**—the dominant male. The household also included the wife, sons with their wives and children, unmarried daughters, and slaves.

Family Life and Women's Roles

Unlike the Greeks, the Romans raised their children at home. All Roman upper-class children—boys and girls—were expected to learn to read. Teachers were often Greek slaves because upper-class Romans had to learn Greek to prosper in the empire.

Roman boys learned reading and writing, moral principles and family values, law, and physical training to prepare them to be soldiers. At age 16, childhood ended for Roman males. At a special ceremony, a young Roman exchanged his purple-edged toga for a plain white toga, which was the toga of manhood.

Some parents in upper-class families provided education for their daughters by hiring private tutors or sending the girls to **primary** schools. However, at the age when boys were entering secondary schools, girls were entering into marriage.

paterfamilias in the Roman social structure, the dominant male head of the household, which also included his wife, sons and their wives and children, unmarried daughters, and slaves

primary most important

Like the Greeks, Roman males believed that the weakness of females made it necessary for women to have male guardians. The paterfamilias had that responsibility. When he died, his sons or nearest male relatives assumed the role of guardian. Fathers also arranged the marriages of their daughters.

For females, the legal minimum age for marriage was 12, although 14 was a more common age. For males, the legal minimum age was 14, although most men married later. Traditionally, Roman marriages were meant to be for life, but divorce was introduced in the third century B.C. and became fairly easy to obtain. Either husband or wife could ask for a divorce.

By the A.D. 100s, changes were occurring in the Roman family. The paterfamilias no longer had absolute authority over his children. He could not sell his children into slavery or have them put to death. The husband's absolute authority over his wife also disappeared. Women were no longer required to have guardians.

Upper-class Roman women in the Early Empire had considerable freedom and independence. They had the right to own, inherit, and sell property. Unlike Greek wives, Roman wives were not segregated from males in the home. Outside their homes, upper-class women could attend races, the theater, and the amphitheater; however, they had to sit in separate female sections. When they went out, women of rank were still accompanied by maids and companions. Women could not participate in politics but influenced politics through their husbands.

ANALYZING PRIMARY SOURCES



Comparing Perspectives on Roman History

Intellectuals of Rome's imperial age looked to the past for inspiration, often comparing contemporary leaders with figures from Rome's glorious past. Livy was among Rome's greatest historians, and Virgil one of its greatest poets. Both were contemporaries of Augustus, who used art and literature to enhance his reputation. Both writers—and Augustus himself—criticized contemporary Roman morality and called for a revival of early Roman virtues. Virgil and Livy also suggested ways in which the Roman government could improve itself.



“The subjects to which I would ask each of my readers to devote his earnest attention are these—the life and morals of the community; the men and the qualities by which through domestic policy and foreign war dominion was won and extended. Then as the standard of morality gradually lowers, let him follow the decay of the national character, observing how at first it slowly sinks, then slips downward more and more rapidly, and finally begins to plunge into headlong ruin, until he reaches these days, in which we can bear neither our diseases nor their remedies.”

—Livy, from the Preface to *The History of Rome*

“Let others fashion from bronze more lifelike, breathing images— / for so they shall—and evoke living faces from marble; / others excel as orators, others track with their instruments / the planets circling in heaven and predict when stars will appear. / But, Romans, never forget that government is your medium! / Be this your art: —to practise men in the habit of peace, / generosity to the conquered, and firmness against aggressors.”

—Virgil, from the *Aeneid*

DBQ Analyzing Historical Documents

- 1 Drawing Conclusions** Why were the Romans interested in their own history?
- 2 Analyzing Information** According to Virgil and Livy, how should the Roman government approach foreign policy?

Slavery and Slave Revolts

Slavery was common throughout the ancient world, but no people had more slaves or relied so much on slave labor as the Romans did. After the Roman conquest of the Mediterranean, large numbers of foreign peoples who had been captured in wars were brought back to Italy as slaves.

Greek slaves were in much demand as tutors, musicians, doctors, and artists. Roman businessmen would employ them as shop assistants or craftspeople. Slaves of all nationalities were used as household workers such as cooks, valets, waiters, cleaners, and gardeners. Slaves built roads and public buildings and farmed the large estates of the wealthy. The conditions under which these slaves lived were often pitiful.

One Roman writer argued that it was cheaper to work slaves to death and then to replace them than it was to treat them well. Some slaves revolted against their owners and even murdered them, causing some Romans to live in great fear of their slaves. The murder of a master by a slave might mean the execution of all the other household slaves.

The most famous slave revolt in Italy occurred in 73 B.C. Led by the gladiator Spartacus, the revolt broke out in southern Italy and involved 70,000 slaves. Spartacus managed to defeat several Roman armies before being trapped and killed in 71 B.C. The Romans crucified—put to death by nailing to a cross—6,000 of Spartacus's followers.

Living Conditions in Rome

At the center of the colossal Roman Empire was Rome. Truly a capital city, Rome had the largest population of any city in the empire—close to 1 million by the time of Augustus. People from all over the empire resided there. For anyone with ambitions, Rome was the place to be.

Rome boasted public buildings unequaled anywhere in the empire. Its temples, markets, baths, theaters, governmental buildings, and amphitheaters gave parts of the city an appearance of grandeur and magnificence. On the other hand, Rome was an overcrowded and noisy city. Because of the congestion, cart and wagon traffic was banned from the streets during the day. However, the noise from the traffic at night often made sleep difficult. Walking in Rome at night was also dangerous. Although Augustus had organized a police force, people were assaulted or robbed. They could also be soaked by filth thrown out of the upper-story windows of Rome's massive apartment buildings.

A large gulf existed between rich and poor. The rich had comfortable villas, while the poor lived in apartment blocks called **insulae**, which might be six stories high. Constructed of concrete walls with wooden-beam floors, these buildings were usually poorly built and often collapsed. Fire was a constant threat in the insulae where stoves, torches, candles, and lamps were used for heat and light. Once they started, fires were extremely difficult to put out. The famous fire of A.D. 64, which Nero was falsely accused of starting, destroyed a large part of the city.

Although it was the center of a great empire, Rome had serious problems. Beginning with Augustus, the emperors provided food for the city poor. About 200,000 people received free grain, much of it imported from Egypt. Even so, conditions remained grim for the poor.

Large-scale entertainment was provided for the inhabitants of Rome. The poet Juvenal said of the Roman masses, "But nowadays, with no vote . . . , their motto is 'couldn't care less.' Time was when their [vote]



▲ This detail from a Roman stele depicts a teacher with two of his students.

CRITICAL THINKING

Comparing and Contrasting How is this classroom scene similar to or different from one found today?

insulae Roman apartment blocks constructed of concrete with wooden-beam floors

elected generals, heads of state, commanders of legions: but now . . . there's only two things that concern them: bread and circuses."

Public spectacles were provided by the emperor as part of the great religious festivals celebrated by the state. The festivals included three major types of entertainment. At the Circus Maximus, horse and chariot races attracted hundreds of thousands. Dramatic performances were held in theaters. The most famous of all the public spectacles, however, were the gladiatorial shows.

READING PROGRESS CHECK

Evaluating Why were slaves important in Rome, and what were their lives like?

Religion in the Roman World

GUIDING QUESTION What characterized Roman religion?

The Romans believed that the observance of proper ritual by state priests brought them into a right relationship with the gods. This **guaranteed** peace and prosperity. Indeed, the Romans believed that their success in creating an empire meant that they had earned the favor of the gods. As the politician Cicero claimed in the first century B.C., "We have overcome all the nations of the world, because we have realized that the world is directed and governed by the gods."

At the same time, the Romans were tolerant of other religions. They allowed the worship of native gods and goddesses throughout their provinces. They even adopted some of the local gods.

Augustus brought back traditional festivals and ceremonies to revive the Roman state religion, which had declined during the turmoil of the late Roman Republic. The official state religion focused on the worship of a number of gods and goddesses, including Jupiter, Juno, Minerva, and Mars. In addition, beginning with Augustus, emperors were often officially made gods by the Roman Senate, thus bolstering support for the emperors.

READING PROGRESS CHECK

Making Inferences What can you infer about the Romans' attitudes toward their gods?

guaranteed assured the fulfillment of a condition

▼ The ruins of the Colosseum in Rome, which seated around 50,000 spectators to various combats



PHOTO: Author's Image/PunchStock

PHOTO: Erich Lessing / Art Resource, NY

LESSON 3 REVIEW CCSS

Reviewing Vocabulary

1. **Stating** What were *insulae* and what social class used them?

Using Your Notes

2. **Exploring Issues** In what ways was the Early Empire a period of greatness, and in what ways was the Early Empire riddled with problems?

Answering the Guiding Questions

3. **Making Generalizations** What elements defined the early Roman Empire?

4. **Gathering Information** How did the Romans spread Greco-Roman arts and culture, and what were their characteristics?

5. **Explaining** What was the family and social structure of the ancient Romans, and how did they live?

6. **Summarizing** What characterized Roman religion?

Writing Activity

7. **ARGUMENT** Write an essay in which you agree or disagree, in full or in part, with the idea that life would have been good for a Roman citizen living in Rome during the days of the Early Empire. Include accurate facts from "Living Conditions in Rome," as well as what you know about the privileges of Roman citizenship. Use your sense of the world at that time to supplement and explain your personal feelings about life in the greatest city of the great Roman Empire.



Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

- SPECULATING** What power did the council of the plebs receive in 287 B.C.? Why do you think this power did not lead to its intended goal of equality under the law?
- EVALUATING** Why was the Law of Nations such a significant achievement of the Roman Republic?

Lesson 2

- EXPLAINING** Who was Marius, and what change did he make in how Roman soldiers were recruited?
- INTERPRETING** How did Augustus change the system for governing Roman provinces? What were the effects?

Lesson 3

- ANALYZING** When was the golden age of Latin literature, and how did its writers differ in their style and outlook?
- THEORIZING** What did the custom of marrying off girls very young reflect about Roman society?

21st Century Skills

- IDENTIFYING PERSPECTIVES AND DIFFERING INTERPRETATIONS** People took steps to salvage the Roman Republic but actually helped lead to its end. What are two examples of actions that were intended to save the republic but had the opposite effect?
- CREATE AND ANALYZE ARGUMENTS AND DRAW CONCLUSIONS** Which form of government do you think is preferable, a republic or an empire? Why?
- UNDERSTANDING RELATIONSHIPS AMONG EVENTS** What was the Pax Romana? How did the emperors keep people in the provinces from rebelling?

Exploring the Essential Questions

- SYNTHESIZING** With a small group, create a word web of key aspects of the republic and the empire. Start with one

circle labeled "Roman Republic" and one labeled "Roman Empire." For each circle, draw four circles beyond it. Label them "politics," "society," "culture," and "religion." Add circles with the ideas and individuals involved. Fill another ring of circles beyond these with details. Add lines connecting circles where aspects of the republic overlap those of the empire. You may include artwork, maps, and primary sources in your web.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

In A.D. 64, a fire swept through Rome, burning for nearly a week and destroying much of the city. Years later, the historian Tacitus described the fire in his *Annals*.

PRIMARY SOURCE

"A disaster followed, whether accidental or treacherously [betraying trust] contrived by the emperor [Nero], is uncertain, as authors have given both accounts, worse, however, and more dreadful than any which have ever happened to this city by the violence of fire... And no one dared to stop the mischief, because of incessant [constant] menaces from a number of persons who forbade the extinguishing of the flames, because again others openly hurled brands [burning torches], and kept shouting that there was one who gave them authority."

—Tacitus, from *The Annals*

- EXAMINING** How does Tacitus show his objectivity in this account of the fire?
- MAKING INFERENCES** Why might people claim that Nero ordered them to stop others from putting out the fire?

Extended-Response Question

- INFORMATIVE/EXPLANATORY** If you lived roughly 2,000 years ago and your country was conquered by the Romans, what would be the pluses and minuses of Roman rule? Research at least one Roman province to find out more about what life was like for native peoples.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13
Go to page	129	130	134	137	142	143	135	127	139	128	146	139	128

The Byzantine Empire and Emerging Europe

A.D. 50–800

ESSENTIAL QUESTIONS • How can religion impact a culture?
• What factors lead to the rise and fall of empires?



networks

There's More Online! about the Byzantine Empire and emerging Europe.

CHAPTER 8

Lesson 1

The First Christians

Lesson 2

Decline and Fall of Rome

Lesson 3

The Early Christian Church

Lesson 4

The Age of Charlemagne

Lesson 5

The Byzantine Empire

The Story Matters...

On Christmas Day in the year 800, as the Frankish ruler Charlemagne attended mass in St. Peter's in Rome, Pope Leo III placed a crown on his head and those assembled hailed him as "emperor of the Romans." The spiritual leader of Christendom had acknowledged a Germanic king as the heir to the Roman Empire. Charlemagne's coronation symbolized the joining of Roman, Christian, and Germanic cultures, the three elements that were combined to form the new medieval civilization emerging in Europe.

◀ Created in twelfth-century France, this stained glass image expresses Charlemagne's identity as the ideal Christian ruler. The pictorial glass of Gothic cathedrals served an important function for a largely illiterate public.

PHOTO: French School/The Bridgeman Art Library/Getty Images.